


Communication & Language	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
<b>5.</b> Demonstrates understanding of spoken language	<p><b>5a.</b> Appears interested in others' speech <i>Example:</i> Looks at people who are talking.</p> <p><i>Supportive Practice:</i> Talk to children throughout the day, describing what they are doing and experiencing, e.g., "You're picking up green peas with your fingers."</p>	<p><b>5a.</b> Responds to others' speech and gestures <i>Example:</i> Touches her shoe when she hears the word <i>shoe</i>.</p> <p><i>Supportive Practice:</i> Name objects and actions, introducing new words, e.g., "Here's your dinosaur blanket with the soft ribbon fringe."</p>	<p><b>5a.</b> Responds to simple statements, questions, and simple texts read aloud <i>Example:</i> Opens the flaps in the book <i>Where's Spot?</i> at the appropriate times.</p> <p><i>Supportive Practice:</i> Read and reread books to enhance understanding and vocabulary. Comment on the pictures and story.</p>	<p><b>5a.</b> Responds to more complex questions, statements, and texts read aloud that present new vocabulary and ideas <i>Example:</i> Follows directions to wash and dry hands after working with papier-mâché.</p> <p><i>Supportive Practice:</i> Give directions with two or more steps.</p>	<p><b>Comprehension and Collaboration</b> <b>5a.</b> Asks and answers questions in order to seek and offer help, get and offer information, or clarify something that is not understood <i>Example:</i> Asks the teacher whether they are having chicken for lunch, what kind, and whether he may have three pieces.</p> <p><b>5b.</b> Demonstrates understanding of spoken language by responding appropriately. <i>Example:</i> Gets paper to make a sign after the teacher mentions that she might need to make one because children are running in the classroom.</p> <p><i>Supportive Practices</i></p> <ul style="list-style-type: none"><li>• Encourage children to think of questions they want to ask a police officer when she comes to visit.</li><li>• To help children understand what you're saying, clarify your message by demonstrating with concrete objects and movements, e.g., "Watch how I always keep this foot in front when I gallop."</li></ul>	<p><b>Comprehension and Collaboration</b> <b>SL.K.2.</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL.K.3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<b>6.</b> Uses language to express self	<p><b>6a.</b> Vocalizes and gestures in an effort to communicate <i>Example:</i> Squeals and leans toward trusted adult when he wants to be picked up.</p> <p><i>Supportive Practice:</i> Respond to infants' babbling by talking to them.</p>	<p><b>6a.</b> Uses language to express needs and refer to familiar people and objects <i>Example:</i> Says, "Baba me" when she sees her bottle.</p> <p><i>Supportive Practice:</i> Ask simple questions and provide the answer if the toddler doesn't answer, e.g., "Is that a cat? Yes, that is a cat."</p>	<p><b>6a.</b> Uses language to describe objects and people and to ask for help <i>Example:</i> Responds to an airplane flying overhead by saying, "Grandma go bye-bye."</p> <p><i>Supportive Practice:</i> Build upon children's language, adding and reordering words as necessary to model complete sentences.</p>	<p><b>6a.</b> Uses new vocabulary in everyday speech to meet own needs and to explain, describe, and manage social relationships <i>Example:</i> Says, "A caterpillar is in the cocoon."</p> <p><i>Supportive Practice:</i> Encourage children to tell stories about everyday routines such as walking to school.</p>	<p><b>Presentation of Knowledge and Ideas</b> <b>6a.</b> Describes familiar people, places, things, and events and, with prompting and support, provides additional detail <i>Example:</i> Tells about a trip to the grocery store, mentioning some items and, when asked, says that they came from the freezer.</p> <p><b>6b.</b> Expresses thoughts, feelings, and ideas verbally, enunciating clearly enough to be understood <i>Example:</i> During small- group time, clearly repeats the directions given for an activity because a classmate said she did not understand what to do.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"><li>• While children are arriving in the morning, have them tell how they got to school. Ask questions to encourage them to give details about their journey (e.g., "Did you pass any stores? Did you see any stop signs? Did you go when the light turned green?")</li><li>• Encourage children to think of another way to ask their questions if you cannot understand what they are asking.</li></ul> <p><b>Vocabulary Acquisition and Use</b> <b>6c.</b> With guidance and support, generates words that are similar in meaning (e.g., happy/glad, angry/mad) <i>Example:</i> Explains that his friend is taller because he is "bigger than me."</p> <p><b>6d.</b> Applies words learned in classroom activities to real-life situations <i>Example:</i> While looking at a book about dinosaurs, says, "That's a carnivore. He's a meat eater."</p> <p><b>6e.</b> Uses words and phrases acquired during conversations, by listening to stories and informational texts read aloud, playing with other children, and other activities <i>Example:</i> While playing outside, looks at a flag and tries to sing the national anthem.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"><li>• Play word games, encouraging children to think of words that have the same meaning, e.g., "cooperate" and "work together."</li><li>• Use new and interesting words that have meaning to children, e.g., the word <i>fair</i> when a child is being a good game leader.</li><li>• Talk with children about interesting articles you read in the newspaper, e.g., about a new park that is opening close to the school.</li></ul>	<p><b>Presentation of Knowledge and Ideas</b> <b>SL.K.4.</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.K.5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.K.6.</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>Vocabulary Acquisition and Use</b> <b>L.K.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <ul style="list-style-type: none"><li>• Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</li><li>• Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</li></ul> <p><b>L.K.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"><li>• Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li><li>• Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li><li>• Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li><li>• Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</li></ul> <p><b>L.K.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>



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<b>7.</b> Uses conventional grammar and syntax	<b>7a.</b> Babbles and experiments with tone and pitch <i>Example:</i> Vocalizes, “Ba, ba, ba. BA, BA, BA.”  <i>Supportive Practice:</i> Sing descriptions of what you are doing, e.g., sing, “I’m going to change your diaper now.”	<b>7a.</b> Uses one- and two-word sentences <i>Example:</i> Asks, “Mommy go?” when looking for her mother.  <i>Supportive Practice:</i> Extend what a toddler says, modeling complete sentences, e.g., after child says, “doggy,” say, “I hear the dog, too.”	<b>7a.</b> Uses two- to four-word sentences with some word omissions and errors <i>Example:</i> Says, “More apple here,” and points to his plate.  <i>Supportive Practice:</i> When reading, emphasize grammatical concepts that children are figuring out, such as the formation of plurals (e.g., “This is a story about three bears. If it were only one, it would be about a bear.”)	<b>7a.</b> Uses longer sentences with plurals, adjectives, adverbs, and negatives, but not always with correct grammar <i>Example:</i> While playing outside, says, “I’m first. You wait until I go’d!”  <i>Supportive Practice:</i> Converse in complete, grammatically correct sentences, rather than correct a child’s language directly. For examples, if a child says, “I teached her how,” respond, “Oh, you taught her to pedal.”	<b>Conventions of Standard English</b> <b>7a.</b> Speaks in complete sentences of 4–6 words, using past, present, and future tenses appropriately for frequently occurring verbs <i>Example:</i> Tells the class, “We went to the playground today.”  <i>Supportive Practices:</i> Model expanded language by adding a few words to children’s short utterances. Ask questions to encourage children to express themselves more fully.	<b>Conventions of Standard English</b> <b>L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"><li>• Print many upper- and lowercase letters.</li><li>• Use frequently occurring nouns and verbs.</li><li>• Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li><li>• Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li><li>• Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li><li>• Produce and expand complete sentences in shared language activities.</li></ul> <b>L.K.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"><li>• Capitalize the first word in a sentence and the pronoun I.</li><li>• Recognize and name end punctuation.</li><li>• Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li><li>• Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li></ul>
<b>8.</b> Uses conventional conversational and other social communication skills	<b>8a.</b> Vocalizes or gestures in back and forth exchanges with others <i>Example:</i> Squeals each time an adult says, “Peek-a-boo,” and covers the child’s eyes.  <i>Supportive Practice:</i> Talk with children during routines, e.g., explain, “I’m mashing this banana for you to eat.”	<b>8a.</b> Exchanges single words, simple gestures, and facial expressions with others <i>Example:</i> Looks out the window and asks, “Out?” Teacher responds by saying, “No, it’s raining.” Child repeats, “No.”  <i>Supportive Practice:</i> Narrate what you are doing as you change a child’s shirt, for example, “Put your left arm in. Where is your other arm?”	<b>8a.</b> Initiates and engages in short back-and-forth exchanges, responding to verbal and nonverbal cues <i>Example:</i> Child says, “Os,” and holds up two pieces of cereal. After the teacher observes, “You picked up two pieces,” the child says, “Two.”  <i>Supportive Practice:</i> Use complete sentences when talking with children.	<b>8a.</b> Initiates and engages in conversations of as many as three exchanges <i>Example:</i> Extends a conversation by adding ideas to what another child said about going to a store, saying, “I’ve been there,” and later in the conversation saying, “I bought pants.”  <i>Supportive Practice:</i> Encourage children to converse with you, prompting them as necessary with related questions, e.g., “What is your favorite animal? Why is it your favorite? Have you seen a real one?”	<b>Comprehension and Collaboration</b> <b>8a.</b> Initiates and engages in conversations of at least three exchanges <i>Example:</i> Answers, “Red” when a classmate asks what his favorite color is and then asks, “What’s yours?” When the classmate says, “Blue,” responds, “I like blue, too. My mom’s favorite is purple.”  <i>Supportive Practice:</i> Encourage children to talk with others, prompting them as necessary by asking questions such as these: What would you say? Do you like to do that? How would you do it?	<b>Comprehension and Collaboration</b> <b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"><li>• Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li><li>• Continue a conversation through multiple exchanges.</li></ul>
Literacy	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
<b>9.</b> Demonstrates understanding of print concepts	<b>9a.</b> Shows an interest in print materials <i>Example:</i> Reaches for a magazine while sitting with an adult who is reading one.  <i>Supportive Practice:</i> Provide a variety of sturdy cardboard and cloth books for infants to explore.	<b>9a.</b> Notices pictures of familiar objects in print materials <i>Example:</i> Points to a picture of a dog and says, “Dog.”  <i>Supportive Practice:</i> Encourage frequent lap-reading, showing and talking about illustrations and by reading simple texts aloud. 	<b>9a.</b> Recognizes familiar books and looks at pictures <i>Example:</i> Repeats the word “bus,” as she looks on a shelf for her favorite book, <i>The Wheels on the Bus</i> .  <i>Supportive Practice:</i> Talk about the signs, like “STOP” and the name of the grocery store, during a walk around the neighborhood.	<b>9a.</b> Understands that print has meaning and corresponds with spoken language; orients book correctly and turns pages <i>Example:</i> Looks at the pictures on each page while telling parts of the story of <i>The Big Bad Wolf</i> .  <i>Supportive Practice:</i> Display children’s drawings and writing with dictated captions that explain their meaning.	<b>Print Concepts</b> <b>9a.</b> With guidance and support, demonstrates a basic understanding of the organization and features of print <i>Example:</i> Asks his teacher to write his name with “big” and “little” letters, or in upper- and lowercase, like the label on his cubicle.  <b>9b.</b> Recognizes that spoken language can be written and read, and that written language can be read and spoken <i>Example:</i> Works with the teacher to write directions for making play dough.  <b>9c.</b> Recognizes and names 10 or more letters of the alphabet <i>Example:</i> Plays “I Spy” with classmates to find letters in different areas of the classroom.  <i>Supportive Practices:</i> <ul style="list-style-type: none"><li>• Talk about where to begin reading and how to track text as it is read.</li><li>• Explain how to listen to a recorded story while looking at the book.</li><li>• Offer children opportunities to play games with letters, e.g., “fishing” for letters and matching the ones they “catch” with letters on an alphabet chart.</li></ul>	<b>Print Concepts</b> <b>RF.K.1.</b> Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"><li>• Follow words from left to right, top to bottom, and page by page.</li><li>• Recognize that spoken words are represented in written language by specific sequences of letters.</li><li>• Understand that words are separated by spaces in print.</li><li>• Recognize and name all upper- and lowercase letters of the alphabet.</li></ul> <b>Fluency</b> <b>RF.K.4.</b> Read emergent-reader texts with purpose and understanding.

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<b>10.</b> Demonstrates comprehension of printed materials read aloud	<b>10a.</b> Emerging  <i>Supportive Practice:</i> Read books with children and talk about the pictures.	<b>10a.</b> Emerging  <i>Supportive Practice:</i> Read books with children and talk about the pictures.	<b>10a.</b> Pretends to read a book by naming pictured objects and characters, using the support of an adult who asks questions <i>Example:</i> Sits with adult and points to the drawing of a bird when the teacher asks, “Where’s the bird?”  <i>Supportive Practice:</i> Read books with children and talk about the pictures.	<b>10a.</b> Uses some words and/or concepts from the text to talk about a story, poem, or informational text read aloud. <i>Example:</i> After hearing the book <i>Old McDonald</i> read aloud, retells the story to a doll, using some of the teacher’s gestures and animal sounds.  <i>Supportive Practice:</i> Encourage children to talk about a book read earlier in the day as they are waiting for everyone to get their coats on.	<b>Literature and Informational Texts</b> <b>Key Ideas and Details</b> <b>10a.</b> With prompting and support, asks and answers questions about key details of a story, poem, or informational text read aloud <i>Example:</i> During choice time, sits with a few other children and uses a big book to “read” and talk about the story.  <b>10b.</b> With prompting and support, retells a sequence of events from a familiar story read aloud or important facts from an informational text read aloud <i>Example:</i> With help from other children, retells a story at lunch that was read during morning meeting.  <b>10c.</b> With prompting and support, identifies the characters and settings of a story read aloud <i>Example:</i> Uses puppets to act out a story that she heard read aloud, telling classmates about the three goats, a “bad guy,” and a bridge that was in the story.  <i>Supportive Practices:</i> <ul style="list-style-type: none"><li>• Provide a range of written materials that relate to topics of interest to the children, including brochures from local sites like museums, homemade books, and published books.</li><li>• Encourage children to explain what happens as beans sprout and grow.</li><li>• Provide opportunities to act out stories like <i>The Three Bears</i>.</li></ul> <b>Craft and Structure</b> <b>10d.</b> With prompting and support, asks and answers questions about unfamiliar words in a story, poem, or informational text read aloud <i>Example:</i> Asks teacher whether “pledge allegiance” means that the flag is pretty.  <b>10e.</b> With prompting and support, names the author and illustrator of a familiar book and defines the role of each in telling the story <i>Example:</i> Brings <i>The Cat in the Hat</i> to the teacher and tells him the cat was bad and that a doctor, Seuss, wrote about it.  <b>10f.</b> Recognizes familiar books by their covers <i>Example:</i> Piles several Eric Carle books and says, “These are my favorite.”  <i>Supportive Practices:</i> <ul style="list-style-type: none"><li>• Throughout the day, model the use of new words introduced earlier in the day.</li><li>• When getting ready to read a new book to children, tell them the names of the author and illustrator.</li><li>• Go on a “book hunt” in the classroom, asking children to find a book by the way you describe its cover</li></ul> <b>Integration of Knowledge and Ideas</b> <b>10g.</b> After hearing a story read aloud, looks at the illustrations and, with prompting and support, explains the part of the story that each illustration depicts <i>Example:</i> Hears a story about a museum, makes a book with a picture for each of her favorite parts of the story, and then talks about her book with a classmate.  <b>10h.</b> After hearing an informational text read aloud, looks at illustrations and explains important ideas in the picture <i>Example:</i> Uses pictures to retell details from a book about animals that hibernate.  <i>Supportive Practices:</i> <ul style="list-style-type: none"><li>• While reading with children, ask them questions about what they notice in the illustrations. As you read, also ask questions that support comprehension, e.g., “Why does...?”</li><li>• Read a book about the seasons and ask children to sequence cards with pictures that show seasonal changes.</li></ul>	<b>Literature</b> <b>Key Ideas and Details</b> <b>RL.K.1.</b> With prompting and support, ask and answer questions about key details in a text.  <b>RL.K.2.</b> With prompting and support, retell familiar stories, including key details.  <b>RL.K.3.</b> With prompting and support, identify characters, settings, and major events in a story.  <b>Informational Text</b> <b>Key Ideas and Details</b> <b>RI.K.1.</b> With prompting and support, ask and answer questions about key details in a text.  <b>RI.K.2.</b> With prompting and support, identify the main topic and retell key details of a text.  <b>RI.K.3.</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  <b>Literature</b> <b>Craft and Structure</b> <b>RL.K.4.</b> Ask and answer questions about unknown words in a text.  <b>RL.K.5.</b> Recognize common types of texts (e.g., storybooks, poems).  <b>RL.K.6.</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  <b>Informational Text</b> <b>Craft and Structure</b> <b>RI.K.4.</b> With prompting and support, ask and answer questions about unknown words in a text.  <b>RI.K.5.</b> Identify the front cover, back cover, and title page of a book.  <b>RI.K.6.</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  <b>Literature</b> <b>Integration of Knowledge and Ideas</b> <b>RL.K.7.</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).  <b>RL.K.8.</b> (Not applicable to literature)  <b>RL.K.9.</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  <b>Informational Text</b> <b>Integration of Knowledge and Ideas</b> <b>RI.K.7.</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  <b>RI.K.8.</b> With prompting and support, identify the reasons an author gives to support points in a text.  <b>RI.K.9.</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  <b>Range of Reading and Level of Text Complexity</b> <b>RL.K.10., RI.K.10.</b> Actively engage in group reading activities with purpose and understanding.



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<b>11.</b> Hears and discriminates the sounds of language	<b>11a.</b> Shows awareness of speech sounds and imitates them <i>Example:</i> Responds to hearing an adult say, “Mama,” by smiling, kicking his feet, and repeating “Mamama.”  <i>Supportive Practice:</i> Play with language sounds, like changing <i>mamama</i> to <i>papapa</i> and then <i>lalalala</i> .	<b>11a.</b> Repeats words; joins in singing random words of simple songs <i>Example:</i> Says, “Horse,” when her teachers points to a picture and prompts, “I see a horse.”  <i>Supportive Practice:</i> Sing songs and read books with simple rhymes and refrains.	<b>11a.</b> Joins in songs, rhymes, refrains, and word games with repeating language sounds <i>Example:</i> Says, “Baby bee,” as the teacher sings, “I’m bringing home a baby bumble bee...”  <i>Supportive Practice:</i> Read books with predictable rhymes.	<b>11a.</b> Plays with language, experimenting with beginning and ending sounds <i>Example:</i> While playing a memory game, laughs when she turns over a card with a pig and says, “Wig! No, pig!”  <i>Supportive Practice:</i> Sing songs and recite rhymes with repeating initial and ending sounds, e.g., “Hickory, Dickory, Dock” and “Peter, Peter, Pumpkin Eater.”	<b>Phonological Awareness/Phonics and Word Recognition</b> <b>11a.</b> Shows awareness of separate words in a sentence <i>Example:</i> During a musical game, stands when the word <i>stand</i> is sung and sits when the word <i>sit</i> is sung.  <b>11b.</b> Decides whether two words rhyme <i>Example:</i> Plays a game with a classmate, saying rhyming words prompted by pictures on cards.  <b>11c.</b> Identifies the initial sound of a spoken word and, with guidance and support, thinks of several other words that have the same initial sound <i>Example:</i> Looks through a book that has words with the same initial sound and says them out loud as the teacher did during a read-aloud session, e.g., “Brown Bear, Brown Bear.”  <b>11d.</b> Shows awareness of separate syllables in a word <i>Example:</i> Claps the syllables while saying his name.  <i>Supportive Practices:</i> <ul style="list-style-type: none"> <li>• Call attention to particular words in your morning message by highlighting them.</li> <li>• Read a short poem and ask the children whether they hear any rhyming words in it, like <i>night</i> and <i>light</i>.</li> <li>• Talk with children about how words can be broken into smaller parts. Use their names as examples, e.g., Sha-kir-a.</li> </ul>	<b>Phonological Awareness</b> <b>RF.K.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>• Recognize and produce rhyming words.</li> <li>• Count, pronounce, blend, and segment syllables in spoken words.</li> <li>• Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>• Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>• Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> <b>Phonics and Word Recognition</b> <b>RF.K.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary sound of many of the most frequent sounds for each consonant.</li> <li>• Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>• Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li>• Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>
<b>12.</b> Writes letters and words	<b>12a.</b> Emerging	<b>12a.</b> Makes marks or scribbles <i>Example:</i> Makes simple marks, often repeating arm movements (up and down, or around and around).  <i>Supportive Practice:</i> Provide many opportunities for children to explore writing by making crayons and paper available regularly.	<b>12a.</b> Makes controlled linear scribbles <i>Example:</i> Repeats chalk marks on a large piece of paper.  <i>Supportive Practice:</i> Informally model writing and drawing throughout the day.	<b>12a.</b> Uses letter-like forms, letter strings, some letter combinations that are words <i>Example:</i> Makes a “shopping list” by writing some letter-like forms  <i>Supportive Practice:</i> Make sure that writing materials are available throughout the classroom.	<b>Production and Distribution of Writing</b> <b>12a.</b> With prompting and support, begins to invent spelling while writing to convey a message <i>Example:</i> Asks the teacher to help him write a letter to his grandma.  <i>Supportive Practice:</i> Ask children to make signs for the classroom that will help parents coming for “Back-to-School Night” understand what they do at school.	<b>Production and Distribution of Writing</b> <b>W.K.4.</b> (Begins in grade 3)  <b>W.K.5.</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  <b>W.K.6.</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>13.</b> Understands the purpose of writing and drawing	<b>13a.</b> Emerging	<b>13a.</b> Emerging	<b>13a.</b> Makes marks and talks about them <i>Example:</i> Talks about his painting, e.g., saying, “I like cereal” as he makes a series of brown marks.  <i>Supportive Practice:</i> Point to words in the environment, e.g., <i>EXIT</i> . Read the word aloud and explain what it means, e.g., “ <i>Exit</i> means a way out.”	<b>13a.</b> Dictates and draws to share or record information and tell stories <i>Example:</i> Repeats what a friend is saying about dry leaves while making simple marks on a pad of paper in the Discovery Area.  <i>Supportive Practice:</i> Encourage children to dictate captions for drawings they contribute to a class book about leaves.	<b>Text Types and Purposes</b> <b>13a.</b> Dictates words or draws to express a preference or opinion about a topic <i>Example:</i> Asks a classroom volunteer to help her write a story about why her dad is the best dad.  <b>13b.</b> Uses a combination of dictating and drawing to tell some information about a topic <i>Example:</i> Creates a book with words and pictures about a family celebration.  <b>13c.</b> Uses a combination of dictation and drawing to tell a real or imagined story <i>Example:</i> Helps to tell the story of the class trip to the zoo as the teacher writes on chart paper.  <i>Supportive Practices:</i> <ul style="list-style-type: none"> <li>• Encourage children to make posters for the classroom about things that are important to them, e.g., having peaches more often at snack time and why dogs and cats are good pets.</li> <li>• Engage children in pretending to be news reporters as they write about a recent storm.</li> <li>• As a small-group activity, have children write and illustrate books about their families.</li> </ul>	<b>Text Types and Purposes</b> <b>W.K.1.</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).  <b>W.K.2.</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  <b>W.K.3.</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  <b>Research to Build and Present Knowledge</b> <b>W.K.7.</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  <b>W.K.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.